1987

A Curriculum Review and Coordination and Articulation Study of the Niantic-Harristown Unit School District #6

David O. Bills
Eastern Illinois University

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

11-29-87

Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

_____

_____

_____ _____

Date Author

m

A CURRICULUM REVIEW AND COORDINATION AND ARTICULATION STUDY OF THE NIANTIC-HARRISTOWN UNIT SCHOOL DISTRICT #6

(TITLE)

BY

David O. Bills

Field Experience

X ~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1987
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

December 2, 1987
DATE

December 2, 1987
DATE

A CURRICULUM REVIEW

AND COORDINATION AND ARTICULATION STUDY

OF THE NIANTIC-HARRISTOWN UNIT SCHOOL DISTRICT #6

A Field Experience

by

David O. Bills

Submitted in partial fulfillment of the requirements

For the degree of Specialist in Educational Administration

Department of Educational Administration

Eastern Illinois University

Charleston, Illinois

Fall, 1987

Abstract

Reform of the public schools is a major issue in Illinois today. Numerous reports claim that public education is mediocre at best. These reports have fostered public concern that has led to a call for school accountability that has caused those involved in education to take a close look at their schools. In this atmosphere of school accountability, a careful and thorough examination of the school curriculum by the local administration can be useful.

Strong instructional leadership from the Superintendent of Schools in a local school district is an important characteristic of an effective school. In the face of state mandated accountability and public concern, the local school superintendent can take the initiative in providing up-to-date information about the school to its constituents. This field experience attempts to make the academic curriculum in the Niantic-Harristown Unit School District #6 accountable to its constituents.

This investigation examines the K-12 academic curriculum and its coordination and articulation. Recommendations are made to improve the K-12 curriculum and to improve its coordination and articulation. Through this study the administrators of the Niantic-Harristown School District have current information concerning the curriculum to be able to respond to the questions of a more knowledgeable public.

Information needed for this investigation was gathered from interviews with each of the reading, language arts, math, science, and social studies teachers in the Niantic-Harristown district. In addition, each of the three principals provided information for this investigation. The interviews were conducted with questions designed for this investigation to help determine the present state of the curriculum.

Other district information related to the curriculum was also examined. Other academic curriculum information included achievement test scores, district academic goals, district learner objectives, and district curriculum guides.

The great amount of information gathered from each source through the design of this investigation had to be compared and contrasted with each of the other sources. In analyzing the information, the researcher looked closely at the consistency of the information between each source. A comparison was made from what the principals thought was happening to what the teachers saw happening in the curriculum, to what the test scores said was actually occuring, to what the objectives and guides said should be happening. After the gathered information was analyzed in these ways, recommendations were made to make improvements in the curriculum on a district-wide (K-12) level, by the general grade levels of K-5, 6-8, and 9-12, according to academic subject, and at specific problem points in the curriculum.

Table of Contents

List of Figures in Chapter IV

Figure Page

CHAPTER I

Overview of the Investigation

Reform of the public schools is a major issue today in Illinois and throughout the nation. Numerous reports from the media have fostered the public's perception that public education is mediocre at best. Education's rise as a major political issue has led to new legislation that has been designed to make public education more accountable to its constituents. In Illinois, Senate Bill 730 represents such a movement. This national, state, and local call for accountability has caused those involved in education to take a close look at themselves and their schools.

It is in this atmosphere of accountability that the local public may call upon its local school leaders for an inspection of its school program. Local school boards can take the initiative in the reform movement. A careful and thorough examination of the school curriculum by the local administration can yield benefits to all concerned.

Statement of the Project Goals

Public criticism in the state of Illinois has contributed to a legislative response in the form of Senate Bill 730. This statute has mandated, among other things, a school district report card. The report card is meant to be a way for the school district to be accountable to its constituents. In this atmosphere of acccountability, many schools are taking the initiative to formally investigate their school programs.

The importance of an organized, coordinated, and articulated district-wide curriculum has been emphasized in many of the current studies on improving schools. For several years the administrators of the Niantic-Harristown schools have expressed concern over the school's

curriculum coordination and articulation. However, nothing has ever been done to satisfy the concern.

The major purposes of this field experience were to:

1. examine, by subject, the academic curriculum of the K-12 school.
2. examine, by grade level, the coordination and articulation of the K-12 curriculum.
3. make recommendations to improve the district-wide curriculum.

This field experience examined the K-12 academic curriculum, and its coordination and articulation. Recommendations were made to improve the K-12 curriculum. This field experience provides recommendations for articulation and coordination that, if initiated, will allow the Niantic-Harristown teachers and administrators the opportunity to examine and communicate what is being taught in the curriculum of each separate building. With this study the administrators of the Niantic-Harristown School District will have current information concerning the curriculum to be able to respond to the questions of a more knowledgeable public.

In addition, a coordinated and articulated curriculum should improve the learning opportunities for the district's children, as well as provide for a smooth transition from grade to grade. Parents and district constituents can find satisfaction in the fact that the recommendations will address long perceived problems and should provide position steps to improve the curriculum for their children. The result of this investigation will be a well-coordinated curriculum to replace what is currently perceived by administrators, teachers, and the public as a very disjointed curriculum between separate buildings.

Background and Significance of the Field Experience

The Niantic-Harristown School District consists of two buildings. The elementary (K-5) building is located in Harristown, and the junior/senior high school is located in Niantic. Approximately four miles separate the attendance centers. This field experience carefully examines the academic curriculum in each separate building.

Over the last several years it has been the professional judgment of the district administrators that the junior high teachers have been uncertain about what the fifth grade teachers are doing in their classrooms. The junior high teachers blame the grade school teachers for student inadequacies. Further, the junior high teachers complain about the lack of student preparedness for junior high school.

Beyond these perceived problems are the real and measurable problems concerning a lack of coordination between the grade school and the junior high school. Textbook series in some subjects differ between the elementary and junior high grades. Teaching methods and techniques differ greatly between upper elementary teachers and junior high teachers. It is the professional judgment of the junior high principal and teachers that even the best sixth grade students struggle through a rather lengthy adjustment period due to these factors.

A possible cause for the seemingly disjointed curriculum between elementary and junior high grades is a lack of communication. There seems to be a lack of communcation between the grade school teachers and the junior/senior high school teachers. That same lack of communication seems to exist between the administrators of the two buildings. These problems have been discussed previously by administrators, but nothing has been done about them.

Recommendations drawn from this field experience should enable grade school students to make a smooth and successful academic transition from grade school to junior high school. Also, this field experience provides recommendations that are intended to allow the curriculums in two separate buildings to become one coordinated and articulated unit district curriculum. The process used in this field experience to examine the academic curriculum, and its coordination and articulation, could be used by other small school districts to make recommendations to improve their own curriculums.

The specific project objectives of this field experience were to:

1. study the academic curriculum, by subject, in the K-5 grade school.
2. study the academic curriculum, by subject, in the 6-12 junior/senior high school.
3. make recommendations drawn from the curriculum study that, if followed, will improve the K-12 curriculum.
4. make recommendations drawn from the curriculum study to improve the coordination and articulation of the academic curriculum for grades K-12.
5. provide a process for reviewing the academic curriculum of a small local school district.

Operational Definitions

For the purposes of this study the following definitions are applied:

Academic (Core) Curriculum: subjects for which credit is given toward promotion and/or graduation in grades K-12. (For this study - Reading, Language Arts, Math, Science, and Social Studies)

Articulation: the method or manner and the extent to which the subject matter at a given grade is joined to the subject matter of the next grade.

Coordination: the method or manner and the extent to which the school curriculum is arranged in a proper relative position and sequence.

Grade (Elementary) School: a separate building in Harristown housing grades K-5.

Junior/Senior High School: a separate building in Niantic housing grades 6-12.

Assumption

Since being employed by the Niantic-Harristown School District five years ago, this researcher has heard several times, at meetings and among district parents, that there are curriculum problems occuring between the upper elementary grades and the junior high school. This field experience is based on the assumption that the curriculum is disjointed, and that better articulation and coordination is needed.

Delimitations

Over several years personal problems have developed between grade school teachers and junior-senior high school teachers. Jealousies, misunderstandings, and lack of communication have been root causes. The researcher realizes that these hard feelings have an effect on the coordination of the curriculum between buildings. However these personal problems are not addressed in this study.

The researcher is aware that a K-12 curriculum contains more elements than are being considered in this study. Such curriculum elements as handwriting, physical education and health, music, art, business, home

economics, industrial arts, and such social elements as study habits, following rules, sportsmanship, and accepting responsibility are not examined in this study. The academic curriculum defined for use in this study was selected because its elements are represented on all levels of the K-12 curriculum of the Niantic-Harristown schools.

Finally, this curriculum study is limited to the work presented by the author. The recommendations and opinions of other observers are not included in this study.

CHAPTER II

Review of the Related Literature

Rationale

In 1987, Secretary of Education, William J. Bennett declared that the theme for the remainder of this term would be "accountability" (Miller, 1987). According to Mr. Bennett, "we will try to get our programs at the federal level to focus on accountability and try to urge actions at the state and local level to have more accountability" (Miller, 1987). Mr. Bennett said that revisions will be proposed in a variety of federal education programs that will require states and local districts receiving federal funds to document the effectiveness of their programs. The successful programs would be rewarded with more money (Miller, 1987).

This field experience provides the means to closely examine the core curriculum of a small school district. In this atmosphere of a national call for accountability, a small school superintendent with a small central administrative staff can put into writing a researched document detailing the K-12 core curriculum and its means of articulation and coordination.

Effective Schools Literature

In 1983, the National Commission on Excellence in Education issued a report entitled "A Nation At Risk." It received a great amount of media and political attention and almost immediately launched policy-making activities in state capitals and in local school districts. Many people seem to be advocating excellence in the schools, but the definitions of excellence and what approach to use in making excellence happen are not agreed upon. As the number of reports and differing recommendations rise,

so does the confusion of local educators about where to begin in the improvement process (Lezotte, 1985).

A major question for many local educators is where to begin changing things since the number of factors to deal with is overwhelming. Also, the various reports on effective schooling stress certain factors over others. As Spady and Marx (1984) noted, the impression is that achieving excellence requires changing everything. That would certainly not be practical. Changing just anything for the sake of change can be too haphazard and ineffective. This dilemma is compounded by the fact that only a few of the reports provide a sound rationale for recommendations made for directly improving education (Spady & Marx, 1984).

The effective schools research identifies schooling practices and characteristics associated with measurable improvements in student achievement and excellence in student behavior. These practices include elements of schooling associated with a clearly defined curriculum, focused classroom instruction and management, firm and consistent discipline, close monitoring of student performance, and strong instructional leadership. Some findings seem very well supported with other findings seemingly more questionable. The consistency in the findings from a variety of methodologies suggests that the research base reveals the key elements of effective schools (Blum, 1984).

Well-researched reports providing sound rationale for change to improve schools have been presented by Goodlad, Sirotnik, and Overman (1979), Edmonds (1982), Purkey and Smith (1985), and Sizer (1984). In each study, an organized, coordinated, and articulated curriculum was considered essential to a good school. Spady and Marx (1984), in describing their seven operational components of an excellent school, list

specifically on the third component the organization, coordination, and articulation of the curriculum. Also, Purkey and Degen (1985), in listing their thirteen characteristics of a good school, list as their fourth characteristic the articulation and coordination of the curriculum.

In a study of effective schools in California (Murphy, April 8, 1987), a characteristic clearly identified in each district was a consistent and coordinated curriculum. The conclusion drawn from the study was that careful curriculum management and regular curriculum review were essential for an effective school. Further, the regular curriculum review focused on the coordination and articulation of the curriculum.

The importance of an articulated curriculum in an effective school is best pointed out by Purkey and Degen (1985). They said that each part of the curriculum that is properly joined and interrelated to the next part forms a working and functional district-wide curriculum. Purkey and Degan go on to say that in the effective school, the transition of a student from one grade to the next without duplication of instruction is an important objective.

Murphy (1987) and Rink (1986) stressed the importance of a tightly coupled curriculum. A tightly coupled curriculum joins the curriculum materials, the instructional approaches, and the assessment instruments with the objectives that students are expected to master. This form of articulation in the effective school is characterized by a sequential set of objectives which are coordinated across the grades.

Murphy and Hallinger (1983) described an effective school as one characterized by a sequential set of objectives by which instructional and curricular decisions are made. They went on to say that an effective curriculum is one which the curriculum materials, instructional methods,

and assessment instruments are all closely aligned with the basic objectives that all students are expected to master. Murphy (1986) has further explained that indicators of an effective curriculum include sequential district-wide learning objectives, teaching materials coordinated with the district-wide learning objectives, and a district-wide testing program coordinated to the objectives.

School Accountability Literature

School reform has become a major issue in the United States over the last few years. Statistics indicating a nation-wide general trend showing declining achievement test scores and an increased dropout rate were released by the U.S. Department of Education in January of 1984. The public has seen the nation's schools show declining test scores, and increased and more severe discipline problems (Lezotte, 1986). In a perceived climate of mediocrity, a call for accountability by the local constituents to the local school administration has begun (Stephens & Herman, 1985).

Americans expect their public schools to provide an opportunity for every student to obtain a quality education. For a school to support the claim that it is effective for students, it must have evidence (Lezotte, 1985). According to Dyer (1973), when the constituents of a local school district have questions or concerns about the school, the availability of specific information on the topic will often contribute greatly to quick and accurate answers.

According to the Illinois State Board of Education (1986), the public's confidence in the schools is enhanced when it has specific information about the performance of schools and students. The public has heard from the media for many years that educators are not doing the

job that is supposed to be done. Some constituents even consider teaching to be a rather soft job for which no great salary should be paid. If public confidence is to be increased then it must be demonstrated to the public that schools are not only doing a good job of educating children, but that schools are doing a great job of education. If this is to be proven to the local constituents then educators must insure that the information gathered about the curriculum is accurate and above suspicion (IASB, 1986).

Zenger and Zenger (1982) make the point that school administrators, studying their curriculum, can have the opportunity to present an organized, systematic, and functional curriculum to answer inquiries from the constituents. If in the course of investigating the curriculum, problems are found or improvements needed, the public can be shown that the curriculum is being improved due to internal initiative. A quick and accurate assessment of the curriculum and its coordination and articulation can provide the answers to a questioning public.

The Illinois General Assembly (Senate Bill 730)

In the state of Illinois, the public cry for accountability in the public schools brought legislative action. President of the Illinois Senate, Philip Rock (1985) decreed:

> In 1985, the Illinois General Assembly faced the issue of education head-on. I am pleased to report that the hard work of the legislature has now become the law of our state and 1985 has truly become the Year of Education. A reform-minded Legislature has enacted landmark changes in our system of education in Illinois.

Following two years of study, numerous proposals, and public debate over the problems in the state's educational system, the Illinois General Assembly gave its approval to a comprehensive program to upgrade the public school system. This legislation, known as Senate Bill 730, has brought changes to public education in Illinois.

Three important features of Senate Bill 730 are the development of student learner objectives, mandatory student testing, and the district report card. The development of student learner objectives requires each school district to set student learning objectives which meet or exceed state established goals (Rock 1985). According to the law, those goals and objectives must be disseminated to the public along with information on the degree to which they are being achieved. In the event local goals are not being met, the local school must show what appropriate actions are being taken (IASB, 1985).

The concept of local learning objectives was part of an effort to focus on the primary purpose of schooling which is to clearly outline what students are expected to learn at each level of their education. The state goals for learning spell out in general terms what students should know and be able to do in six fundamental areas including: language arts, mathematics, physical and biological sciences, fine arts, social sciences, and physical development and health. The locally determined objectives are designed not only to be at least consistent with the state goals, but also to meet the needs of students in the individual districts (IASB, 1987). The local school curriculum must reflect state and local student learner objectives. A review of the curriculum and its coordination and articulation can help verify this mandate.

Mandatory student testing requires school districts to test the proficiency of pupils in grades three, six, eight, and ten in math, language arts, science, social science, fine arts, and physical education and health (Rock, 1985). Each school district must develop appropriate assessment systems for determining the degree to which students are achieving learning objectives. Also, each district must develop reporting systems to apprise the community and state of the results (IASB, 1985). If this mandated assessment program points out problems in student achievement according to the learner objectives, then a curriculum study of the type proposed in this field experience may help locate problem areas.

The requirement in Senate Bill 730 of a school report card provides that each school district must prepare, and submit to parents and taxpayers, an assessment of the performance of its schools and students (IASB, 1985). The report card is meant to be an index of school performance as measured against statewide and local standards. The report card for each school in the state outlines information indicating how well schools and students performed during the year. Every fall, new report cards are issued by the schools, giving parents and the community the opportunity to compare their schools and students to past information to see what improvements were made and what areas still need help (IASB, 1987).

According to Sally Pancrazio (1986), consultant at the Illinois State Board of Education, the report cards probably raised more questions than they answered among the general public. However, the communication between parents and the community and the schools that resulted, as well as the interest in schools that was raised, benefited all three groups. Most of all, the new accountability provided by the report card, will

benefit the children and help make their educational opportunities even better (Pancrazio, 1986).

The impact of the report card will be to focus public attention on the academic performance of students within a district and within individual schools. The effect of that attention will depend upon the image created by the report card. Some school districts and administrators will simply enjoy the glory of a good report card. Others will be encouraged to seek district-wide improvement in student academic performance. There will still be others who will need to tackle problems in individual schools (Attea & Crisafulli, 1986).

Since student test scores contain inherent difficulties, they are subject to interpretation. Therefore, no school district is immune from public criticism (Attea & Crisafulli, 1986). Answers to the public's concerns may well be found in a study of the school's curriculum and its articulation and coordination.

Uniqueness of the Investigation

Strong instructional leadership from the Superintendent of Schools in a local school district is an important characteristic of an effective school (Murphy, April 8, 1987). In the face of state mandates and public concern, the local school superintendent can take the initiative in providing up-to-date information about the school to its constituents (Lezotte & Bancroft, 1985). Providing evidence of a coordinated and articulated curriculum can provide accountability for criticisms and questions that may arise in the future (Zenger & Zenger, 1985). This field experience attempts to make the academic curriculum in the Niantic-Harristown schools accountable to its constituents by reviewing the curriculum and making recommendations for its improvement.

CHAPTER III

Design of the Investigation

General Design of the Investigation

To gather the specific information about the curriculum of the Niantic-Harristown School District, it was necessary to go to the direct sources of information, the teachers and principals. Each principal was interviewed with specific questions designed for this investigation to help determine the present state of the curriculum. Also, each teacher who taught reading, language arts, math, science, and social studies in the school district was interviewed. The interviews were conducted with questions designed for this investigation to help determine the present state of the curriculum. Finally, other district information related to the curriculum was examined to help determine the present state of the curriculum. Other academic curriculum information examined included achievement test scores, district academic goals, district learner objectives, and district curriculum guides.

With the information gathered from teachers, principals, and other sources, recommendations were made to improve the curriculum. The recommendations focus on the general K-12 curriculum and its coordination and articulation. Specific recommendations were made for all identified problem areas in the K-12 curriculum.

The steps that were followed to complete this investigation were to:

1. develop questionnaires designed to generate conversations with both the teachers and principals in order to gather information on the academic curriculum.

2. interview the grade school principal to help determine the academic curriculum and the means for coordination and articulation between grades.
3. interview the junior high principal to help determine the academic curriculum and the means for coordination and articulation between grades.
4. interview each grade school teacher to help determine what is being taught in the classroom, and the means for coordination and articulation between grades.
5. interview each junior/senior high school teacher involved in the academic curriculum to help determine what is being taught in the classroom and the means for coordination and articulation between grades.
6. examine other district information related to the curriculum. Such academic considerations as achievement test scores, district academic goals, district learner objectives, and the district's curriculum guide were examined.
7. make recommendations to make improvements in the district academic curriculum based on the findings generated by this investigation.

Information Collection

An appointment was made with the Elementary Principal for the purpose of interviewing him to gather information concerning the K-5 curriculum. Appendix A contains the questions used by the interviewer to gather the needed information. Information gathered from the conversations generated by the questions was carefully recorded by the interviewer. The same

procedure was used to interview the Junior High Principal to gather the curriculum information for grades 6-8.

Since the researcher is also the High School Principal in the Niantic-Harristown District, the information was gathered by the researcher writing out answers to the same questions asked of the Elementary Principal and the Junior High Principal. As noted, Appendix A lists the questions used to gather the curriculum information from all three principals.

The principals were also the main source for the other curriculum information used in this investigation. In addition, each principal provided achievement test scores for all grade levels tested for the last five years (see Appendix C). Also, each principal provided copies of the district academic goals (see Appendix D), student learner objectives (see Appendix E), and curriculum guides (see Appendix F) for each grade level.

An appointment was made with each of the twenty-four teachers of the Niantic-Harristown Schools who teach reading, language arts, math, science, and social studies. Appendix B contains the questions used by the interviewer to gather the needed information. Information gathered from the conversations generated by the questions was carefully recorded by the interviewer. This very long and tedious procedure was necessary in order to carefully gather accurate information on the curriculum by subject at each grade level.

The purpose of the researcher in gathering information for this curriculum review was to gather the greatest amount of information possible in the best possible way, and provide accurate information for the purpose of public accountability. A superintendent in a small school district would have similar needs for information.

Information Analysis

The great amount of information gathered from each source through the design of this investigation had to be compared and contrasted with each of the other sources. In analyzing the information, the researcher looked closely at the consistency of the information between each source. It was important to compare what the principals thought was happening to what the teachers saw happening in the curriculum, to what the test scores said was actually occuring, to what the objectives and guides said should be happening.

The information gathered also had to be compared by academic subject at each grade level. The curriculum information is presented by academic subject in the three general grade levels used in the school district: elementary (K-5), junior high (6-8), and high school (9-12). After the gathered information was analyzed in these ways, recommendations were made to make improvements in the curriculum on a district-wide (K-12) level, by the general grade levels of K-5, 6-8, and 9-12, by academic subject, and at specific problem points in the curriculum.

CHAPTER IV

Results

This section of the investigation presents a general description of what the curriculum of the Niantic-Harristown School District was found to be according to interviews with the principals and teachers, and according to other related information found in the school district. For the purpose of uniformity, the findings are presented by school; elementary (K-5), junior high (6-8), and high school (9-12). The academic curriculum is then described by subject (reading, language arts, math, science, and social studies) within each individual school.

Following the description of the academic curriculum is a presentation of the results generated from the investigation concerning the coordination and articulation of the academic curriculum. These results are presented in summary form and cover the coordination and articulation of the entire K-12 curriculum. Finally, the results of the investigation into other related information is presented. This information includes a look at achievement test scores, school district goals, student learner objectives, and the district curriculum guide.

Elementary Academic Curriculum

Reading

The Niantic-Harristown School District has used the Scott, Foresman reading program since its adoption in 1983. There are ten reading levels in the Scott, Foresman program through grade five. The major goals of the Scott, Foresman program are:

1. to develop the ability to identify words;
2. to develop the ability to comprehend the meanings, both literal and implied, of words, phrases, sentences, paragraphs, and whole selections;
3. to develop the ability to study effectively;
4. to develop an interest in and a love for reading;
5. to develop in students the ability to use what they have learned from their reading in other language and creative experiences.

At each level of the Scott, Foresman reading program there are five major student skills stressed: word identification, comprehension, study and research, literary understanding and appreciation, and language development. Word identification is stressed throughout the program with the groundwork for students mastering effective word identification skills laid in grades K-3. Comprehension skills are also stressed in the primary grades. Comprehension Check questions developed for use at each grade level are used to check student understanding of what they have read. The questions were designed to check comprehension at four levels of thinking: literal, interpretive, evaluative, and creative.

The major emphasis of the study and research skills in the Scott, Foresman reading program, including using the encyclopedia, a card catlogue, maps, and graphs, is in grades 3-5. Instruction in these skills is designed to help students develop effective and independent study skills. The study of literary skills begins in fourth grade. The approach to literary understanding and appreciation in the Scott, Foresman program includes exposing students to good children's literature and teaching them about the structure and style of literature.

The language arts activities are found in special units in the workbooks that accompany the Scott, Foresman reading program. These language arts activities include listening, speaking, writing, and dramatization, which are designed to help the student correlate reading with other language arts activities. The Niantic-Harristown Elementary School uses the workbooks at all levels to provide reinforcement and enrichment to the students' reading skills.

The Scott, Foresman reading program teaching procedure includes: teach, practice, apply, and test. In order for students to progress in the program they must pass a test. If students do not pass a test they are recycled through a process of reteaching, reinforcement, and enrichment.

When elementary students are promoted from one grade to the next they do not automatically move to the next level of the reading program. An elementary student's progress through the reading program is achieved by mastering skills and not merely by being promoted. This means that in a second grade classroom students may be at four or more different reading levels in the Scott, Foresman program.

In concert with the reading program, the elementary school uses an extensive program of phonics instruction. The Alpha 1 phonics program, produced by National Learning Systems, is used in conjunction with the kindergarten reading program. The phonics program produced by Modern Curriculum Press is used in grades 1-5. The primary focus of the phonics program in the elementary school is to develop an effective word-attack strategy through a structured instruction in phonics.

Language Arts

The Niantic-Harristown Elementary School adopted the Scott, Foresman language skills and usage program, and the Scott, Foresman spelling program in 1982. These language arts programs were adopted to coordinate well with the elementary reading program which is also produced by Scott, Foresman.

The language skills and usage program is divided into eight major points of emphasis: grammar, mechanics, usage, composition, reference aids, speaking, listening, and vocabulary. The Scott, Foresman program is structured to provide students with balanced instruction in language expression skills and language structure skills. Instruction in all eight skill areas begins in the primary grades and is continued through grade five.

In the Scott, Foresman language skills and usage program, the teaching procedure is to begin with a review to determine the mastery of previously learned language skills. After a first unit review, units two through nine at each grade level introduce, practice, review, and test new material. The last unit in each text reviews the major concepts in the text and provides tests to determine mastery. Students promoted to the next grade level begin work in that new grade level.

The Scott, Foresman spelling program, adopted in 1984, is used in grades 1-5 in the Niantic-Harristown School District. Skills stressed in the spelling program include: word structure, dictionary, proofreading, phonics, handwriting, word meaning, mechanics, and writing. The program is set up on a one lesson per day basis, and provides slower pace lessons for those students having trouble with spelling.

The Scott, Foresman spelling program features a comprehensive testing program including a pretest, midweek test, posttest, review test, and midyear and end-of-the-year tests. The extensive testing allows the teacher to carefully monitor student achievement. Advanced students can be given enrichment work and slower students can be given more review work. In grades 1-5, when a student is promoted, the student begins the school year in the new class level's text. Students who have problems in the pretesting go back to the last level's text for more review until testing shows that advancement is warranted.

Cursive writing is taught in the second grade. The D'Nealian system for teaching handwriting is used in the primary grades. Workbooks and practice pages are provided through the D'Nealian program, and used in grades K-4.

Mathematics

The Niantic-Harristown School District adopted the Scott, Foresman mathematics program for grades K-5 beginning in the 1986-87 school year. The math program stresses problem solving strategies on all grade levels. Practice lessons in each chapter allow students to master program objectives at each grade level.

The teach, review, and test teaching procedure is used in the math program. A student promoted to the next grade level takes a

placement test to determine readiness to begin that grade level. Readiness worksheets give extra help to students who are below grade level at the beginning of the year. The intent of the program is to bring slower students up to grade level with extra review work.

Science

The Charles E. Merrill Publishing Company science program has been used in grades K-5 since 1982. Each grade level of the Merrill program emphasizes life, physical, and earth science skills. The purpose of the science program is to provide a variety of learning experiences for the students to promote understanding of the self, the world around them, and their environment.

Specific goals in the Merrill science program include:

1. to develop and build on students' natural curiosity about the world around them;
2. to develop inquiry skills required for problem solving;
3. to develop an understanding of how science relates to everyday life;
4. to develop an understanding of how science plays an important part in history;
5. to promote scientific literacy and a basic understanding of scientific principles, concepts, and theory;
6. to develop an understanding and appreciation of the environment.

Questions, activities, and projects are used throughout the series to help the students meet these goals.

When students are promoted to the next grade level they also advance to the next science level. Review materials and practice worksheets are

available to students having difficulty at the beginning of a new grade level.

Social Studies

A formal social studies program in the Niantic-Harristown Elementary School begins in the fourth grade. The Ginn social studies program has been used since 1979. Areas of emphasis in the program include: citizenship, world affairs, American heritage, geography, and socialization. Students promoted to the next grade level also advance to the next social studies level.

It is important to note that there is a career development program coordinated by the elementary principal. Career development materials and speakers representing different occupations are regularly used in all grades (K-5). Also, Weekly Readers are used to teach current events and other social studies areas in all grade levels (K-5). The Weekly Readers are the source for social studies in grades K-3.

Noteworthy in the reading and math curriculum in the elementary school, is the presence of a Gifted Program and a Chapter I program in these areas. The program for students identified as gifted provides enrichment work in reading and math, and is conducted by the classroom teachers in their spare time. The students identified for the Chapter I program receive remedial help in reading and math skill areas. The teacher of this pull-out program works closely with the regular classroom teachers to help bring the Chapter I students up to grade level in reading and math.

Junior High Academic Curriculum

Reading

The Scott, Foresman reading program described in the Elementary Academic Curriculum is used through the sixth grade. However, the seventh grade uses the Serendipity and Diversity textbooks published by Houghton, Mifflin, and the eighth grade uses Ginn and Company's Exploring Literature. All students in the Niantic-Harristown Junior High take reading as a separate course of study.

The Houghton, Mifflin texts used in the seventh grade were adopted in 1974 to meet local district needs for readability and high interest content for students in the seventh grade. The same is true for the Ginn text adopted for eighth grade use in 1983. These goals for the seventh and eighth grade reading program are found in the Niantic-Harristown Student Learner Objectives for Reading and Language Arts, examples of which are found in Appendix E.

Students promoted to the next grade level begin work in that grade level in reading. Teachers do provide review and practice for students demonstrating problems in reading at the next grade level.

Language Arts

The Scott, Foresman language skills program and spelling program described in the Elementary Academic Curriculum is used through the sixth grade. However, the seventh and eighth grades use the Ginn language program. The Ginn language program has been used since 1981.

The Ginn language program used in the seventh and eighth grades emphasizes grammar, writing skills, and spelling and word usage. The program features extensive practice and review sections which was a main consideration in selecting this program for these grade levels. The

program does meet district goals and objectives for language arts at the seventh and eighth grade levels.

Students promoted to the next grade level begin work in the next grade level in language arts. Teachers do provide review and practice for students demonstrating problems in language skills at the next grade level.

Mathematics

The Scott, Foresman mathematics program which is described in the Elementary Academic Curriculum is continued through the Junior High grades (6-8).

Science

The Merrill science program, used in grades K-5 and described in the Elementary Academic Curriculum, is also used in the sixth grade. In 1982, it was decided by the science teacher and principal to offer physical science at the seventh grade level and biological science at the eighth grade level. The result of a textbook search was the selection of the Holt Earth Science text for seventh grade science, and the Scott, Foresman Life Science text for the eighth grade. In the opinion of the selection committee, these textbooks best represented the needs of the students of the Niantic-Harristown School District in preparation for high school science.

It is important to note that health and first aid skills are taught in conjunction with the eighth grade science course. Teacher resource materials and Red Cross instructional materials are used in conjunction with the Scott, Foresman textbook program. Student objectives related to the eighth grade science program include: personal hygiene, an understanding of the human body, prevention and care of injury and

disease, a basic understanding of human sexuality, and drug and alcohol abuse information.

Social Studies

The Ginn social studies program used in the fourth and fifth grades, and described in the Elementary Academic Curriculum, is continued in the sixth grade. In 1983, the Junior High left a two-year United States history course in the seventh and eighth grades to adopt the Scott, Foresman People on Earth geography course for the seventh grade. The Houghton, Mifflin text for United States history, This is America's Story, first adopted in 1978, was continued for use in the eighth grade only.

Important areas covered in geography include: weather, map-reading, and the general identification of countries and cities and places in the world, and states, cities, and places in the United States. The U.S. history course in eighth grade includes the study of the U.S. Constitution, the Illinois Constitution, and flag etiquette as required by law. The United States history class must be passed for a student to be promoted to the ninth grade.

It is important to note that in the reading and math curriculums in the Junior High school, there is a Gifted program and a Chapter I program. The program for students identified as gifted provides enrichment work in reading and math, and is conducted by the classroom teachers in their spare time. The students identified for Chapter I program receive remedial help in reading and math skill areas. The teacher of the pull-out program works closely with the regular classroom teachers to help bring the Chapter I students up to grade level in reading and math.

High School Academic Curriculum

The Niantic-Harristown High School academic curriculum is represented in the district's graduation requirements as detailed in Figure 1. The Board of Education last updated the graduation requirements in 1986.

Figure 1

Niantic-Harristown High School Graduation Requirements

Academic Curriculum	Credits
English	3
Math	2
Science	1
Social Studies	3
Other Curriculum	
Consumer Education	1/2
Health	1/2
Driver Education	1/2
Computer Education	1/2
Physical Education	1
Fine Arts or Vocational	1
Electives	7
TOTAL	20

Nine of the total of twenty credits required for graduation come from the academic curriculum.

English (Reading and Language Arts)

The High School curriculum requires the successful completion of three years of English. The English courses offered at the high school level are presented in Figure 2.

Figure 2

English Course Offerings

(3 credits required - all classes are 1 credit)

Courses:	Basic English	
	English I	
	English II	(prereq.-Eng. I)
	English III	(prereq.-Eng. II)
	Vocational Eng.	(prereq.-Eng. II)
	English IV	(prereq.-Eng. III)
	Publications	(Jr. or Sr.)
	Drama	(Jr. or Sr.)

Vocational	College Bound
9- Basic English	9- English I
9/10- English I	10- English II
10/11- English II	11- English III
11- Vocational Eng.	12- English IV
(electives)	(electives)
Publications	Publications
Drama	Drama

The English curriculum takes into consideration the college-bound and noncollege-bound students as is described in Figure 2. Ninth grade students who, through grades and teacher recommendations, are determined to be behind in English skills begin in the Basic English class. Students meet their three credit requirement by progressing to English I and English II. The majority of ninth graders are at grade level in English skills and begin in English I. From English I all students

take English II. After English II, college-bound students continue on to English III and English IV, which are college preparatory. Non-college bound students meet their third-year requirement by taking Vocational English.

The High School English curriculum carries on the emphasis on reading and language arts skills established in grades K-8. In Basic English, Vocational English, and English I, III, and IV, the first semester emphasis is on language grammar skills. The second semester of instruction in each of these classes consists of instruction in literature.

In 1977, the High School adopted the McDougal, Littell Writing Improvement Project for teaching grammar skills in Basic English and English I, II, and III. The grammar program emphasizes practice and review at each grade level. A skills practice book and duplicating masters are used extensively by the teachers. Grammar skills in the Vocational English class include: writing resumes, filling out job applications, writing business-type letters, and a general review of basic grammar skills. The Globe Book Company text, English on the Job, is used in this class. Grammar skills in English IV focus on writing creatively and research-type writing. Teacher generated activities are used for this course.

Textbooks used for the teaching of literature were selected for readability and for the desired literary offerings available within the text. In Basic English, the Macmillan Publishing Company's Enjoying Literature was selected in 1985, because the emphasis was on enjoying reading and the text offered high-interest stories. This kind of text

was desirable due to the slower and unmotivated readers who are students in Basic English.

The textbooks for English I and English II are from the Harcourt, Brace, and Jovanovich Publishing Company, and were selected for their grade level readability and desired subject matter. It should be pointed out here that the second semester of English II emphasizes public speaking skills. English III students study great American literature with Scott, Foresman's The United States in Literature as the text. English literature is studied in English IV from Scott, Foresman's England in Literature. No formal literature text is used in Vocational English. Students in this class select popular paperback books of high-interest content with the goal being to encourage the pleasure of reading.

Mathematics

The successful completion of two years of mathematics is required in the Niantic-Harristown High School graduation requirements. The mathematics courses offered are presented in Figure 3.

The math curriculum takes into consideration the mathematics ability of the individual student. From student grades and teacher recommendations, students are placed in a first high school math class. Students with low math abilities begin in General Math, with Basic Algebra to follow as a second course. Students with basic math skills, but not yet fully ready for Algebra I, begin in Basic Algebra. Ninth graders with good math skills begin in Algebra I. Students considering college are encouraged to take four years of math beginning in Algebra I, and progressing through Geometry, Algebra II, and College Math.

Figure 3

Mathematics Course Offerings

(2 credits required - all classes are 1 credit)

Courses:	General Math	
	Basic Algebra	
	Algebra I	
	Geometry	(prereq.- Alg. I)
	Algebra II	(prereq.- Alg. I and Geom.)
	College Math	(prereq.- Geom. and Alg. II)

Vocational	College Bound
9- General Math	9- Algebra I
9/10- Basic Algebra	10- Geometry
9/10- Algebra I	11- Algebra II
(electives)	12- College Math
Geometry	
Algebra II	

For General Math the Scott, Foresman Publishing Company's text, Mathematics for Life, has been used since 1983. A great amount of practice and review is stressed in General Math. In 1986, the High School adopted the Saxon math program published by Grassdale Publishers for Basic Algebra, Algebra I, Geometry, and Algebra II. The Saxon system stresses repetition in order for students to master the concepts at each grade level. The application of the concepts is practiced for a long time at each learning level to try to insure retention.

The capstone course in the math curriculum is College Math. This course uses various college texts and teacher materials to introduce

college algebra, trigonometry, analytical geometry, and calculas to students who are college-bound. The main purpose of the course is to give some college level math skills to students soon to be entering college.

Science

One credit in science is required for graduation for Niantic-Harristown High School. The science courses offered are presented in Figure 4.

Figure 4

Science Course Offerings

(1 credit required - all classes are 1 credit)

Courses:	General Science	
	Biology I	
	Biology II	(prereq.- Bio. I)
	Chemistry	(prereq.- Bio. I)
	Physics	(prereq.- Bio. I)

Vocational	College Bound
9- Gen. Science	9- Biology I
(electives)	10- Biology II
Biology I	10/11- Chemistry
Biology II	10/11- Physics

Ninth graders with low abilities in science, according to grades and teacher recommendations, take General Science to meet the science requirement for graduation. The General Science course has used the Allyn and Bacon Publishing Company text entitled General Science since 1985. The course covers basic physical and life science skills.

Laboratory skills are not emphasized, but some basic lab work is done through the use of instructor materials.

The Biology I, Biology II, Chemistry, and Physics classes have used the Holt science program since 1984. The Holt program stresses the use of investigation in discovering and learning science skills. An adequately equipped science laboratory allows the extensive use of laboratory experiences in all four subject areas. Teacher produced resource materials are used extensively to emphasize and reinforce textbook learned information.

Social Studies

Courses in World History, United States History, Government, and Critical Thinking and Study Skills are required for graduation. The social studies courses offered in the High School are presented in Figure 5.

The semester course in Critical Thinking and Study Skills, required for ninth graders, was originated in 1987. Learning skills focused on in the course include: problem solving, analyzing, reasoning, notetaking, outlining, and studying techniques. An abundance of teacher resource materials provides the curriculum instructional materials. World History for tenth graders and United States History for eleventh graders is meant to provide historical perspectives from man's early origins to the present world situation, and including the development of the United States and its role in the world today. Men and Nations, published by Harcourt, was adopted for use in World History in 1975. History of a Free People, published by Macmillan, has been used in United States History since 1978. Both history textbooks were selected for readability and their topical approach to learning history. Both textbooks also feature inquiry

sections where students are asked to look past the facts of history to the whys and hows behind the facts.

Figure 5

Social Studies Course Offerings

(3 credits required)

Courses:	Credits	Open To
Critical Thinking (req.)	1/2	9
World History (req.)	1	10
U.S. History (req.)	1	11
Government (req.)	1/2	12
Illinois History	1/2	11-12
Current Problems	1/2	9-12
World Geography	1/2	9-12
U.S. Geography	1/2	9-12

Vocational	College Bound
9- Critical Thinking	9- Critical Thinking
10- World History	10- World History
11- U.S. History	11- U.S. History
12- Government	12- Government
(electives)	(electives)
Illinois History	Illinois History
Current Problems	Current Problems
World Geography	World Geography
U.S. Geography	U.S. Geography

The semester course in Government was designed in 1985 to meet the state mandated requirements that all students must pass tests on the

United States Constitution, the Illinois Constitution, flag etiquette, and voting education. The textbook used in the course since 1983, published by Laidlaw, is entitled Our American Government and Political System. The text provides general information on politics and political systems on the federal, state, and local levels. Resource materials provided by the State of Illinois are used to teach specific information on Illinois government and politics.

The elective semester classes in social studies do not use a specific textbook or teaching program for any of the courses. For example, free materials from the Illinois State Historical Society make up the bulk of instructional materials used in Illinois History. In both World Geography and United States Geography teacher resource materials are used, especially duplicating masters for mapwork. There is a heavy emphasis on map reading and map locations in the geography courses. Current Problems investigates current world, national, and local events, and uses the Newsweek Educational Program as a source for information. The program emphasizes group discussions to critically examine current events.

Noteworthy in the English and math curriculums in the High School is the presence of a Gifted Program. This program for students identified as gifted provides enrichment work in English and math. The program is conducted by the regular classroom teachers in their spare time.

Coordination and Articulation of the Academic Curriculum

Coordination of the Academic Curriculum

The coordination of the academic curriculum in the Niantic-Harristown School District is best represented by the textbook series adopted and used in the elementary school. In all five academic subject areas the elementary teachers closely follow the text and its related materials. Each teacher's edition at each learning level provides a scope and sequence. The elementary teachers, for the most part, follow the academic programs as they were designed by the specialists who devised the textbook learning systems.

In grades 7-12, textbook and supplementary materials were selected to provide a proper sequence of course work leading to post high school academic or vocational training. In general, seventh and eighth grade course work builds on the fundamentals introduced in elementary school. A student successfully completing the eighth math course can be expected to enter and succeed in a proper level high school math course. In another example, a student successfully completing the eighth grade reading class can succeed in the literature part of high school English I.

In the high school academic curriculum, coordination is exemplified by the sequence of grammar provided by the McDougal, Littell series used in English I, II, and III. The traditional sequencing of courses in the Niantic-Harristown High School does provide for a student, successfully completing one learning level, to have the learning skills to successfully begin the next level. The degree of learning difficulty is sequenced to the maturity and ability level of the learner.

Articulation of the Academic Curriculum

The most common method of curriculum articulation in the Niantic-Harristown School District is personal communication between teachers from one grade level to the next. Teachers in each building have professional and personal relationships which allow for good communication. Teachers will discuss the accomplishments of their class with the teacher taking over that class at the next grade level. They will not only discuss the level of mastery of academic goals by the class in general, but also communicate the progress of individual students in the class. For example, in the elementary school, at the end of each school year, teachers pass on to the teachers of the next grade level the reading level of each student in the class. The teacher will make a suggestion as to whether the student should remain at the reading level or go on to the next level.

All teachers receive copies of achievement test score results in their academic subject area. Printouts of grades earned by students in academic subjects are available to teachers at all grade levels. The availability of achievement test scores and grades to teachers allows teachers beginning a new school year to check student progress at the previous grade level.

It is common practice among the teacher at all grade levels to begin a new class with a review and pretest of information taught at the previous level. This gives teachers an opportunity to determine the amount of information retained by the students from the previous year. By determining student mastery of previously taught information the teacher determines a starting point for the class, and gathers information on individual students to determine if additional instruction may be needed.

Other Academic Curriculum Information

Achievement Test Scores

Achievement test scores for the last five years for grade levels three, six, eight, and ten are found in Appendix C. Scores are presented in national percentiles for reasons of uniformity. Comparing the test scores of each academic subject over a five year period gives an indication of student success or failure in mastering the academic curriculum. Consistently low scores over an extended period of time can be an indication of problems in the curriculum.

School District Goals and Objectives

The district goals and objectives for the Niantic-Harristown School District are found in Appendix D. It is up to the local district, represented by its Board of Education, to determine what its children should learn through the academic curriculum of the school. The academic curriculum must fit within the goals set for learning in the district. The academic curriculum must also include in some form all the goals for learning in the district.

Student Learner Objectives

The development of student learner objectives is a result of legislation in Illinois requiring school districts to put into writing specific objectives that students should master in the academic subject at the end of each grade level. In the Niantic-Harristown School District, student learner objectives have been developed in the areas of reading and language arts. Examples of the student learner objectives in reading and language arts are provided in Appendix E.

It is important for the student learner objectives to accurately reflect what is actually being taught in the curriculum. Textbook series

objectives and sequencing need to coordinate with the desired learner objectives. Problems arise in the curriculum when desired learner objectives conflict with teacher, textbook, and resource material objectives.

Curriculum Guides

Examples from the pages of the Niantic-Harristown School District K-12 Curriculum Guide are found in Appendix F. The academic curriculum guide should accurately represent what is being taught in the course work at each grade level. The academic curriculum, discovered in an examination such as this, should closely match the academic curriculum stated in the curriculum guide. The lack of a close match may signal problems in the curriculum.

CHAPTER V

Summary, Findings, Conclusions, and Recommendations

Summary

This investigation into the academic curriculum of the Niantic-Harristown School District is based on the belief of the investigator that the building principals and Superintendent of Schools should have a basic knowledge and understanding of the school curriculum. This need for curriculum knowledge results from the recent public call for school accountability, and from research which shows that a well-coordinated and articulated curriculum is an important characteristic of an effective school. This investigation, carried out through personal interviews with teachers and principals and an examination of district curriculum information, provides a body of knowledge to help provide answers to a questioning public. Also, the knowledge gathered in this investigation provides a basis for continuing curriculum improvement by identifying possible problem areas.

Findings and Conclusions

Judgments concerning the academic curriculum of the Niantic-Harristown School District are drawn from the body of information gathered through this investigation. For purposes of uniformity, these findings and conclusions are presented by academic subject in the K-12 curriculum. These are followed by findings and conclusions concerning the general K-12 curriculum, including the coordination and articulation of the curriculum.

Reading and English (literature)

Reading comprehension, as measured by the district-wide achievement testing, is consistently above grade level at each grade level tested.

The Scott, Foresman reading program is used according to design in grades K-6. Textbooks and teaching materials used in grades 7-12 meet the student learner objectives for these grade levels.

The Chapter I program in grades K-8 gives remedial help to slow readers. The High School does offer remedial help in reading in its Basic English course. However, after the ninth grade, there is no other aid for slow readers other than from the classroom teacher. The district's Gifted students receive enrichment skills in reading in grades K-12. The overall K-12 reading curriculum seems in sound shape for the students of the Niantic-Harristown schools.

Language Arts and English (grammar)

Just as in reading, the Scott, Foresman language skills and usage program and spelling program, used in grades K-6, provide sequence and continuity in the language arts curriculum. The same is true of the McDougal, Littell program used in the High School. Textbooks and teaching materials used in grades 7-12 meet the student learner objectives for these grades.

Achievement test scores in language arts and spelling are consistently at or above grade level. The district does not offer remedial or enrichment programs in the language arts program for students needing help. However, in the High School, the Basic English and Vocational English classes do provide special assistance to slower students and noncollege-bound students.

Overall, the language arts program seems sound. Teachers show general satisfaction with all areas of the curriculum, except in handwriting skills. Language arts teachers in grades 5-12 were generally

dissatisfied with students' handwriting, which is not stressed after the fourth grade.

Mathematics

The adoption of the Scott, Foresman math program for grades K-8 in 1986, provided uniformity and sequence in the elementary and junior high math curriculums. The Saxon program used in the High School, and also adopted in 1986, provides the same uniformity in the 9-12 math curriculum. The newness of the teaching materials may not give an accurate reaction from the teaching staff, but unanimous satisfaction with the math program exists at the present time.

A main reason for changing the textbooks in the math curriculum was consistently low achievement test scores in math. A steady decline in test scores begins at the sixth grade level and continues to the tenth grade level where, for four of the last five years, test scores in math are below grade level. Principals and teachers identified the problem as a lack of problem-solving skills in the students. The new textbook programs were chosen especially to help improve the teaching of math skills, and especially math applications. There is a need to closely examine the new math curriculum to see if the needs of the students are being better met with the new math programs.

The Chapter I program does give remedial help in math to qualifying students in grades K-8. Also, the Gifted program provides enrichment math work for identified students in grades K-12. The ability of the math curriculum to meet the ability level of the students and still meet the two year course requirement is a very positive feature of the math curriculum.

The recently mandated student learner objectives have not yet been completed in the Niantic-Harristown School District. The writing of the student learner objectives in math is currently being undertaken. With the recent adoption of the new math curriculum, the curriculum guide for math has become outdated and obsolete.

Science

The Merrill science program provides continuity and sequence through the sixth grade. Teachers through the sixth grade express overall satisfaction with the program. Achievement test scores show students consistently above grade level through the sixth grade.

Eighth grade achievement test scores in science level off to about at grade level. Achievement test scores at the tenth grade level consistently show slightly below grade level. The fact that textbook programs in science change from Merrill, to Holt, to Scott, Foresman, back to Merill, and then back to Holt, from sixth grade to tenth grade, could be part of the problem. The junior high principal is particularly concerned about the lack of laboratory work in the junior high school. The only remedial or enrichment work in the science curriculum is provided by the individual classroom teacher. The high school teachers expressed concern that incoming high school science students are not adequately prepared for high school level science classes.

The curriculum guide for the K-12 science program is somewhat outdated. The writing of the student learner objectives for science has not yet been started. Both functions should be undertaken in the near future.

Social Studies

The Ginn social studies program begins in grade one and continues through grade eight. However, the Niantic-Harristown Elementary School begins its formal social studies textbook program in fourth grade. Neither the Principal nor the teachers could say why the program did not begin until the fourth grade. It does seem that some social studies is being taught through the Weekly Reader program, and through teacher-made materials, since achievement test scores in social studies are at grade level at the third grade.

The concern of this investigator begins with the achievement test scores at the sixth, eighth, and tenth grade levels. Test scores at those grade levels are consistently below grade level. The fact that there is a different textbook publishing company's text used at each learning level may be part of the problem. Each social studies teacher from grades seven through twelve showed concern that incoming social studies students were not adequately prepared for the next academic level of social studies. The academic skill level of the course sequences does not seem to be meeting the ability levels of the students. The only remedial or enrichment work in the social studies curriculum is provided by the classroom teacher.

The curriculum guide for the K-12 social studies program is outdated. The writing of the student learner objectives for social studies has not yet been started. It seems important, with the obvious problems in the social studies curriculum, that both functions should be undertaken as soon as possible. A closer examination of this curriculum may provide more reasons for its inadequacies.

Other District Curriculum Findings and Conclusions

When there is more than one building in a school district, it should be determined if there is a smooth coordination and articulation of the curriculum between the grade levels where the students go on to a separate building. The coordination of the five academic subject areas from K-12 seems adequate. The sequence of information to be learned seems to match the ability and maturity level of the learner in most academic areas.

In social studies, the coordination of the 6-12 curriculum may be a problem. A proper sequence occurs in the Ginn social studies program through grade six. However, proper coordinated sequencing seems interrupted as textbook publishers change at each learning level from grades 7-12. Improper coordination of the social studies curriculum may be part of the cause for poor achievement test scores in that area.

Articulation of the academic curriculum seems very adequate among the teachers of each separate building. The elementary school teachers have a good working relationship and communicate well with each other. Likewise, the teachers in the 6-12 junior/senior high school have a similar situation. However, there does seem to be a lack of articulation between the grade school and the junior high school.

The only forms of articulation found in this investigation between the fifth grade and the sixth grade were student learner objectives for reading and language arts, of which all teachers have a copy, and the pretesting done by the sixth grade teachers to determine what the incoming students know at the beginning of a school year. There was little or no communication between the principals or teachers of the two separate buildings. This lack of articulation at the beginning of the junior high

level may help explain some of the curriculum problems in science and social studies. Perhaps better articulation at this level, in the short term, could overcome the coordination problems caused by textbook series variances.

The Niantic-Harristown school district's "Introduction" and "Philosophy of Education", found in the Niantic-Harristown School Board Policy Handbook (see Appendix D), represent the Board of Education's only written references to academic goals and objectives to be found. The K-12 academic curriculum does fit within the parameters set by these goals and objectives. These goals and objectives are very general and vague. More specific goals and objectives could provide a more definite direction for the Niantic-Harristown curriculum.

The Niantic-Harristown Curriculum Guide, which was written in 1978, has not been changed or updated since then (see Appendix F). However, there have been changes in each of the academic subject areas. New textbook and textbook programs have been adopted since 1978 in each academic subject. An accurate guide of what is being taught in the Niantic-Harristown curriculum could only be achieved with a complete update of the K-12 Curriculum Guide.

In the opinion of the investigator, the student learner objectives for reading and language arts, recently written and compiled by the reading and languge arts teachers, are well thought out and clearly stated (see Appendix E). They provide a clear and concise curriculum guide for all reading and language arts teachers in all grades. With the Niantic-Harristown Curriculum Guide so outdated and unusable, the need for completing student learner objectives in the state mandated subject areas should be a high priority.

Recommendations

Recommendations for making improvements in the K-12 academic curriculum are based on the findings and conclusions drawn from this investigation. Specific recommendations for each academic subject area are followed by general recommendations to improve the overall K-12 curriculum.

Reading and English (literature)

1. The Scott, Foresman reading program, used in grades K-6, is also available for grades seven and eight and also for grades nine and ten. To continue to improve a good reading program, the junior high and high school reading teachers and principals should examine the expansion of the Scott, Foresman program. The reading curriculum and articulation may be improved.
2. Chapter I remedial help in reading ends in eighth grade. The school district should consider providing remedial help in reading in grades nine and ten. Continued help for low-ability readers may provide the motivation needed to keep potential dropouts in school.

Language Arts and English (grammar)

1. The Scott, Foresman language skills program, used in grades K-6, is also available for grades seven and eight. The junior high principal and language arts teachers should examine the Scott, Foresman program to see if its further use would improve the language arts curriculum.
2. The school district should consider making an effort to provide remedial and enrichment help for students in language arts. A committee made up of language arts teachers and principals should examine possibilities for providing extra help and enrichment.

3. Handwriting skills need to be stressed beyond the fourth grade. The elementary school principal and junior high principal should increase teacher awareness, and encourage language arts teachers in grades five, six, seven, and eight to emphasize handwriting skills.

Mathematics

1. With the math curriculum being only one year old, this curriculum needs to be thoroughly evaluated. The administration should determine if the new programs are meeting the goals they were intended to meet.
2. The written curriculum information for math should be improved. The math curriculum in the district Curriculum Handbook needs to be updated to take into consideration the new math programs. Student learner objectives should be completed to provide guidelines for the district's math teachers.

Science

1. The junior high principal and high school principal and science teachers should examine the textbooks and teaching materials used in the junior high and high school science programs. Coordination of the science program in grades 6-9 may be a problem.
2. The school district should consider making an effort to provide remedial and enrichment help for students in science.
3. The written curriculum information in the district should be improved. The Curriculum Handbook needs to be updated. The development of student learner objectives has not yet begun.
4. The high school principal should examine and consider increasing credits required in science for graduation. Many high schools are now requiring two or three credits in science.

Social Studies

1. The school district should hire a consultant in social studies to closely examine the entire K-12 social studies curriculum. Several problems exist, and professional help may be needed.
2. The elementary school principal and primary grade teachers should study and give consideration to beginning a formal social studies program in the primary grade levels.
3. The school district should consider making an effort to provide remedial and enrichment help for students in social studies.
4. The written curriculum information in the district should be improved. The Curriculum Handbook needs to be updated. The development of student learner objectives has not yet begun.

Other District Curriculum Recommendations

1. The school district should hire a consultant to examine and make recommendations to improve curriculum articulation between the fifth and sixth grades. The lack of articulation between the elementary school and the junior/senior high school should be addressed immediately.
2. The school district needs to implement a comprehensive achievement testing program for grades K-12. Achievement test scores at each grade level could allow more useful information when comparing student progress to the curriculum.
3. The superintendent of schools should provide more specific curriculum goals to the board of education for their consideration. Leadership from the board of education in the areas of curriculum could provide more specific parameters for developing student learning.

4. The Niantic-Harristown Curriculum Guide needs to be updated. A current and accurate curriculum guide seems essential, especially for new teachers and long-term substitute teachers.
5. Student learner objectives for all academic curriculum subjects should be completed as soon as possible. The learner objectives provide guidelines for teaching for the classroom teachers
6. The school district needs to establish a system to manage the curriculum. Leadership in this area should be taken by the Superintendent of Schools.
7. A curriculum examination, such as this investigation, should be expanded to the rest of the K-12 curriculum. Similar curriculum problems found by this investigation could be anticipated in other subject areas.

References

Attea, W. & Crisafulli, V. (1986). Are you ready for your report card? Illinois School Board Journal. 54(2). 23-24.

Blum, R.E. (1984). Onward to excellence: making schools more effective. Effective Schooling Practices. Portland, OR: Northwest Regional Educational Laboratory.

Dwyer, H.S. (1973). How to achieve accountability in the public schools. (Phi Delta Kappan Fastback No. 14). Bloomington, IN: Phi Delta Kappan Educational Foundation.

Edmonds, R.R. (1982). Programs for school improvement: an overview. Educational Leadership. 40(12). 4-11.

Goodlad, J.I., Sirotnik, K.A. & Overman, B.C. (1979). An overview of: a study of schooling. Phi Delta Kappan. 61(3). 174-178.

Illinois State Board of Education. (1985). The education package of 1985: an overview. Springfield, IL: Author.

Illinois State Board of Education. (1986). Better schools accountability. Springfield, IL: Author.

Illinois State Board of Education. (1987). Promises to keep...1986 annual report. Springfield, IL: Author.

Lezotte, L.W. (1986). What is the effective schools movement? The Effective School Report. 4. New York: Kelwynn, Inc.

Lezotte, L.W. & Bancroft, B.A. (1985). Growing use of the effective schools model for school improvement. Educational Leadership. 42 (6). 23-27.

Miller, J.A. (1987, September 16). Combative Bennett charges into final year. Education Week. pp. 1,16.

Murphy, J.F. (1986). November 14). (Tightly coupled curriculum). (phone interview, University of Illinois, Urbana, IL).

Murphy, J.F. (1987, April 8). (Coordination and articulation of the school curriculum). (personal interview, University of Illinois, Urbana, IL).

Murphy, J.F. & Hallinger, P.J. (1983). School factors which promote school achievement. (available from Joseph Murphy, University of Illinois, Urbana, IL).

Pancrazio, S. (1986, November 15). (local school district report card). (phone interview, Illinois State Board of Education, Springfield, IL).

Purkey, S.C. & Degen, S. (1985, Spring). Beyond effective schools to good schools: some first steps. R & D Perspectives. 6. 1-8.

Purkey, S.C. & Smith, M.S. (1983). Effective schools: a review. Elementary School Journal. 83. 427,452.

Rink. F. (1986, October). School effectiveness. Presentation at the Illinois Principals Association Convention, Peoria, IL.

Rock, P. (1985). One for the books. (Legislative Printing Unit Order 357). Springfield, IL: State of Illinois.

Sizer, T.R. (1984). Horace's Compromise: The Dilemma of the American High School. Boston: Houghton-Mifflin.

Spady, W.G. & Marx, G. (1984). Excellence in our schools: making it happen. (AASA Publication No. 21-00118). Arlington, VA.

Stephens, G.M. & Herman, J.J. (1985). Using the instructional audit for policy and program improvement. Educational Leadership. 42(8). 70-75.

Zenger, W.F. & Zenger, S.K. (1982). Curriculum planning: a ten step process. Palo Alto, CA: R & E Research Associates.

Zenger, W.F. & Zenger, S.K. (1985). Haphazard curriculum planning. Education. 106(1). 43-46.

APPENDIX A

Principal Interview Questionnaire

I. What textbook is used in each grade level in:

	GRADE :					
Reading						
Language Arts						
Math						
Science						
Social Studies						

(title, ed., publisher, copyright)

II. What resource and/or supplementary materials are used at each grade level in:

	GRADE :					
Reading						
Language Arts						
Math						
Science						
Social Studies						

III. What are the goals and/or objectives for each grade level in:

A. Reading --

1.

2.

3.

4.

5.

.

.

.

Concerns or considerations:

B. Language Arts --

1.

2.

3.

4.

5.

Concerns or Considerations:

Math --

1.

2.

3.

4.

5.

Concerns or Considerations:

Science --

1.

2.

3.

4.

5.

.

.

.

Concerns or considerations:

E. Social Studies --

1.

2.

3.

4.

5.

.

.

.

Concerns or considerations:

NOTES:

IV. How does a teacher determine what incoming students know?

Specific examples:

Comments or concerns:

V. How does a teacher let the teacher of the next grade level know what the students have learned?

Specific examples:

Comments or concerns:

VI. What problems or concerns do you perceive in the current curriculum? Why?

What can be done to improve it?

APPENDIX B

Teacher Interview Questionnaire

I. What textbook(s) do you use for:

A. Reading --

1. How close do you follow the text?

2. What other resource materials do you use?

3. How well are the resource materials related to the text?

4. Comments on the text. Likes or dislikes? Does it meet the needs of our children?

B. Language Arts --

1. How close do you follow the text?

2. What other resource materials do you use?

3. How well are the resource materials related to the text?

4. Comments on the text. Likes or dislikes? Does it meet the needs of our children?

C. Math --

1. How close do you follow the text?

2. What other resource materials do you use?

3. How well are the resource materials related to the text?

4. Comments on the text. Likes or dislikes? Does it meet the needs of our children?

D. Science --

1. How close do you follow the text?

2. What other resource materials do you use?

3. How well are the resource materials related to the text?

4. Comments on the text. Likes or dislikes? Does it meet the needs of our children?

E. Social Studies --

1. How close do you follow the text?

2. What other resource materials do you use?

3. How well are the resource materials related to the text?

4. Comments on the text. Likes or dislikes? Does it meet the needs of our children?

II. Describe the major goals and/or objectives covered with your class during the school year in:

A. Reading --

1.

2.

3.

4.

5.

.

.

.

Concerns or considerations:

B. Language Arts --

1.

2.

3.

4.

5.

.

Concerns or considerations:

C. Math --

1.

2.

3.

4.

5.

Concerns or considerations:

D. Science --

1.

2.

3.

4.

5.

.

.

.

Concerns or considerations:

E. Social Studies --

1.

2.

3.

4.

5.

.

.

.

Concerns or considerations:

III. How do you determine what incoming students know?

Comments or concerns:

IV. How will your students' next teacher know what you have taught them?

Comments or concerns:

V. What problems or concerns do you perceive in the current curriculum? Why?

What can be done to improve it?

APPENDIX C

Elementary Achievement Test Scores (Grade 3)

Stanford Achievement Test

Normed Grade Level -- 3.8

Test Areas	1983	1984	1985	1986	1987
Reading Comprehension	4.5	4.5	3.5	4.9	5.9
Vocabulary	4.1	4.2	3.9	4.3	4.5
Listening Comprehension	3.7	4.2	3.4	3.7	4.2
Spelling	4.6	4.4	4.1	4.5	4.9
Language	4.1	4.1	3.9	4.2	4.8
Concepts of Numbers	3.9	4.3	3.8	4.1	4.8
Math Computation	4.4	4.0	3.9	3.5	4.5
Math Applications	3.8	3.8	3.4	3.9	4.8
Social Studies	3.9	3.9	3.1	4.1	4.8
Science	4.4	4.5	3.8	5.1	5.1

APPENDIX C

Junior High Achievement Test Scores (Grade 6)

Stanford Achievement Test

Normed Grade Level -- 6.8

Test Areas	1983	1984	1985	1986	1987
Reading Comprehension	6.8	6.9	8.6	8.4	8.7
Vocabulary	6.8	6.7	7.6	7.3	7.6
Listening Skills	7.2	6.4	8.5	8.7	8.8
Spelling	7.3	6.6	7.5	7.7	7.7
Language	6.7	6.4	6.8	7.4	7.0
Concepts of Numbers	6.2	6.1	7.2	6.6	6.7
Math Computation	6.7	6.8	7.2	7.7	6.8
Math Applications	6.4	6.1	6.8	6.3	6.8
Social Studies	6.5	7.2	6.4	6.3	6.5
Science	7.2	6.9	7.3	7.3	6.6

APPENDIX C

Junior High Achievement Test Scores (Grade 8)

Stanford Achievement Test

Normed Grade Level -- 8.8

Test Areas	1983	1984	1985	1986	1987
Reading Comprehension	8.9	9.2	10.0	9.0	8.8
Vocabulary	8.1	8.3	8.3	8.5	8.7
Listening Skills	8.8	9.1	8.7	8.6	8.8
Spelling	8.3	9.4	9.7	8.6	8.7
Language	9.5	10.7	9.1	8.7	8.9
Concepts of Numbers	8.3	10.0	10.9	9.4	8.7
Math Computation	8.8	10.5	9.9	9.3	8.7
Math Applications	8.4	8.8	8.7	8.3	8.4
Social Studies	8.9	8.8	8.6	8.4	8.1
Science	9.4	8.9	8.9	8.4	8.7

APPENDIX C

High School Achievement Test Scores (Grade 10)

Stanford Achievement Test

Normed Grade Level -- 10.8

Test Areas	1983	1984	1985	1986	1987
Reading Comprehension	10.4	10.9	11.0	11.5	10.7
Vocabulary	10.9	10.8	9.6	10.9	11.0
Listening Skills	NA	NA	NA	NA	NA
Spelling	9.9	10.8	10.7	10.9	11.0
Language	10.5	10.8	10.7	12.0	10.8
Concepts of Numbers	NA	NA	NA	NA	NA
Math Computations	10.0	10.7	10.2	11.1	10.8
Math Applications	10.1	10.5	10.2	10.7	10.6
Social Studies	10.2	10.0	9.3	10.1	9.8
Science	10.3	10.9	10.5	10.8	10.6

APPENDIX D

District Goals and Objectives

INTRODUCTION

The Educational program of Community Unit District #6 must meet the basic needs of each student in this district. By providing such a program each student will be better prepared to meet and live a richer and more complete life in our great democratic society. Democracy implies both privilege and responsibility. We provide opportunities for working with others, sharing responsibilities, getting along with others, development of initiative, fair play, and realizing the responsibility of one's own decisions. To apply this philosophy to our program the following objectives are listed.

Development of:

1. Physical, mental and emotional health.
2. Reverence for and practice of sound ethical and moral practices.
3. Ability as a family and civic member.
4. Economic competence as a purchaser and consumer.
5. Appreciation of the arts.
6. Wise use of leisure time
7. Desire for continuous learning and self-improvement.
8. The positive self-image of each student.

A program of objectives such as these are dependent upon each student's ability to accept the method and materials of instruction to his or her use.

APPENDIX D

District Goals and Objectives

PHILOSOPHY OF EDUCATION

APPENDIX

We in District #6 believe that an educational system should be built upon a set of basic philosophical principles. It serves as a foundation upon which the community should build and operate their program. The public school has a real task of helping children through the various stages of development and to help them contribute to the development of society. The success of this society will be measured and determined by the individuals intelligence, character and sense of responsibility and by the degree to which he is prepared physically, mentally, and emotionally for the duties, pleasures and hazards of life, the right and obligations of citizenship and the requirement for successful competition in a free society. It is the purpose of education to help the individual achieve these understandings and obtain these skills, habits and attitudes in order that he may experience the satisfaction of personal achievement and gain the reward which society confers upon those who serve it well. Therefore, the school should:

1. Instill in the individual an understanding of the nature and objectives of our society and his place in it.
2. Instruct him regarding:
   A. Political, social and economic rights.
   B. Opportunities and responsibilities
   C. Moral and spiritual values of a pluralistic society.
3. Equip the individual with skills, habits and physical capacity needed for the economic and social competitions of our system.
4. Make him aware of the breadth of life and of the many satisfactions and rewards available to those who make the most of their abilities.
5. Develop in the individual a hunger for the truth, a capacity for independent evaluation and judgement and courage to act on convictions.
6. Encourage him to master the tools of learning and to develop a curiosity which will assure continuance of the learning process throughout life.
7. Teach him that the individual's duty to society and to himself are one and the same.

APPENDIX E

Student Learner Objectives

PHILOSOPHY OF READING AND LANGUAGE ARTS

The central purpose of the Niantic-Harristown Reading and Language Arts Curriculum is to enable each student to become as literate and intelligently articulate as possible for that student at or above the required level of achievement for his or her grade level. Although this purpose does not exclude sociological and scientific materials from the curriculum, it implies that special emphasis should be given to the literary, and that the teacher should devote major attention to improving the students' skills in reading, writing, listening, and speaking as these abilities will be used in all classes.

The six outcome statements deal with an effort to visually present an overview of our curriculum, the Reading and Language Arts Committee has plotted a graph of our outcomes. At the level of "introduction" of a skill, an "I" has been placed. If this skill is "continued" at the subsequent levels, a "C" has been plotted. When the group felt that a skill should have been "mastered" by the average student, an "M" appears. In addition, because the State Board of Education has designated Grades 3, 6, 8, and 10 as "testing levels", we have placed a "T" at each of these points. At the test level, an "R" (for reinforcement) appears if a skill has been mastered at an earlier grade level to ensure that students are kept refreshed in that area.

Following the charts, each teacher has prepared his/her individual learning objectives on the K through 12 grade levels.

It is the Committee's belief that not only will this outcome chart and grade level objectives bring our district into compliance with state mandates, but they will also articulate the Reading and Language Arts curriculum of our entire school system.

As public servants, we accept the responsibility of directing each student in the Niantic-Harristown Schools toward achieving appropriate levels of oral and written communication.

ead, comprehend, interpret, evaluate, and use
ritten material

GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Purposes and contexts for reading													
1. Understand reasons for reading	I	C	C	C/T	C	M	R/T		R/T		R/T		
a. Information													
b. Pleasure													
2. Use appropriate materials to accomplish purposes for reading	I	C	C	C/T	C	C	C/T	C	C/T	C	M/T		
a. Nonfiction													
b. Biographies, autobiographies													
c. Fiction, poetry, drama													
3. Adapt to the difficulties of the material	I	C	C	C/T	C	C	C/T	C	C/T	C	C/T	C	C
a. Vocabulary													
b. Content													
c. Sequencing													
d. Author's purpose													

Read, comprehend, interpret, evaluate and use written material (cont.)

GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Basic reading skills													
1. Adjusting strategies for reading and understanding	I	C	C	C/T	C	C	C/T	C	C/T	C	C/T	M	
a. Readiness													
b. Decoding													
c. Context clues													
d. Self-questioning													
e. Predicting													
f. Reference materials													
g. Rereading													
h. Adjustment of reading speed													
C. Literal reading skills													
1. Locate information explicitly stated in text		I	C	C/T	C	C	C/T	M	R/T		R/T		
2. Remember and restate information explicitly stated in text	I	C	C	C/T	C	C	C/T	C	C/T	C	C/T	C	C
3. Summarize important ideas and supporting details of the text	I	C	C	C/T	C	C	C/T	C	C/T	C	C/T	C	C
4. Explain and substantiate answers to questions about what has been read	I	C	C	C/T	C	C	C/T	C	C/T	C	C/T	C	C

Read, comprehend, interpret, evaluate, and use written material (cont.)

GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12
5. To use, synthesize, and analyze information from a variety of sources.			J	C/T	C	C	C/T	C	C/T	C	C/T	C	C
a. To form opinions													
b. Compare/contrast													
c. Verify information													
d. Expand knowledge													
D. Critical/inferential reading skills													
1. To establish a purpose for reading	J	C	C	C/T	C	C	C/T	C	C/T	C	C/T	C	C
a. Ask questions and make predictions prior to reading													
b. Ask questions and make predictions about passages while reading													
c. Ask questions after reading to clarify and review													
2. To establish critical analysis of reading material			J	C/T	C	C	C/T	C	C/T	C	C/T	C	C
a. Make inferences about text													
b. Explain the rationale for inferences.													

FIRST GRADE

All skills previously introduced will be continued at this level. The student will be introduced to the following:

I. OUTCOME #1: Read, Comprehend, Interpret, Evaluate, and Use Written Material

C. Literal Reading Skills

1. Locate information explicity stated in text

II. OUTCOME #2: Listen Critically and Analytically

B. Interpreting Oral Messages

1. Interpret the meaning of oral messages to formulate qestions that clarify meaning
2. Recognize values expressed in oral messages
3. Recognize and respect cultural differences in compositions

III. OUTCOME #3: Write Standard English in Grammatical, Well-Organized, and Coherent Manner For A Variety of Purposes

B. Sentence Mechanics

1. Types of sentences
3. Write sentences within a paragraph with subject-verb agreement

C. Sentence Problems

1. Utilize correct punctuation marks
   a. Period
   b. Question mark
   e. Apostrophe
      2: contractions
2. Spell common words correctly
   a. Plural nouns
3. Use capitalization when appropriate
   a. Beginning a sentence
   b. Of the pronoun "I"

FIFTH GRADE

The student will be introduced to the following:

I. OUTCOME #1: Read, Comprehend, Interpret, Evaluate and Use Written Material

All skills in Outcome #1 are continued; no new skills are formally introduced.

II. OUTCOME #2: Listen Critically and Analytically

A. Listening Skills

5. Identify and explain an inference in an oral message
6. Identify source bias and validity in an oral message

III. OUTCOME #3: Write Standard English in a Grammatical, Well-Organized and Coherent Manner For a Variety of Purposes

C. Sentence Problems

1. Utilize correct punctuation marks
   - d. comma
     - 1. in a sentence
     - 2. with an interrupter
     - 3. with direct address
     - 4. after introductory elements
     - 6. with two adjectives preceding a noun
   - g. colon
     - 1. in a business letter greeting
   - h. semicolon
3. Use capitalization when appropriate
   - d. of proper adjectives
4. Utilize and recognize correct grammar and usage
   - d. adjectives
     - 1. adjectives
     - 2. proper adjectives
     - 6. predicate adjectives
   - e. adverbs
     - 2. adverbs modifying adjectives or adverbs
     - 3. comparative adverbs

E. Production of Writing

2. Produce writing which contains an introductory paragraph that states the problem and solution to be developed

SEVENTH GRADE

The student will be introduced to the following:

I. OUTCOME #1: Read, Comprehend, Interpret, Evaluate, and Use Written Material

All skills in Outcome #1 are continued at Grade 7; no new skills are formally introduced.

II. OUTCOME #2: Listen Critically and Analytically

B. Interpreting Oral Messages

4. Provide a content synthesis of an oral message
5. Analyze the various techniques used by a speaker

III. OUTCOME #3: Write Standard English in a Grammatical, Well-Organized, and Coherent Manner for a Variety of Purposes

C. Sentence Problems

1. Utilize correct punctuation marks

d. commas
12. with an appositive

4. Utilize and recognize correct grammar and usage

a. nouns
6. collective nouns
10. nouns as indirect objects
13 appositives
14. gerund phrases
15. infinitive phrases

c. verbs
3. transitive and intransitive verbs
4. active and passive voice
5. verb tenses
d. present perfect
e. past perfect
f. future perfect

d. adjectives
7. prepositional phrases as adjectives
8. participial phrases

e. adverbs
4. prepositional phrases as adverbs

g. usage problems
3. misplaced and dangling modifiers

IV. OUTCOME #4: Use Spoken Language Effectively in Formal

EIGHTH GRADE

The student will be INTRODUCED to the following:

I. OUTCOME #1: Read, Comprehend, Interpret, Evaluate, and Use Written Material

All skills are continued at eighth grade; no new skills are formally introduced.

II. OUTCOME #2: Listen Critically and Analytically

All skills are continued at eighth grade; no new skills are formally introduced.

III. OUTCOME #3: Write Standard English in a Grammatical, Well-Organized, and Coherent Manner for a Variety of Purposes

C. Sentence Problems

1. Utilize correct punctuation marks
   d. comma
      11. use a comma with a participial phrase
   g. colon
      2. before items in a series

IV. OUTCOME #4: Use Spoken Language Effectively in Formal and Informal Situations

All skills are continued at eighth grade; no new skills are formally introduced.

V. OUTCOME #5: Understand the Various Forms of Significant Literature Representative of Different Cultures, Eras and Ideas

All skills are continued at eighth grade; no new skills are formally introduced.

VI. OUTCOME #6: Understand How and Why Language Functions and Evolves

All skills are continued at eighth grade; no new skills are formally introduced.

TENTH GRADE

The student will master the following:

I. OUTCOME #1: Read, Comprehend, Interpret, Evaluate, and Use Written Material

A. Purpose and Contexts for Reading

2. Use appropriate materials to accomplish purposes for reading

All other introduced skills will be continued.

II. OUTCOME #2: Listen Critically and Analytically

A. Listening Skills

3. Identify verbal and nonverbal cues affecting meaning
4. Identify implied and stated definitions and meanings

B. Interpret Oral Messages

2. Recognize values expressed in oral messages
5. Analyze the various techniques used by a speaker

C. Using Oral Information

6. Demonstrate interaction skills in a variety of context

All other skills previously introduced, but not mastered, are continued and will not reach mastery level.

III. OUTCOME #3: Write Standard English in a Grammatical, Well-Organized, and Coherent Manner for a Variety of Purposes

B. Sentence Mechanics

1. Types
4. Eliminate fragments run-on sentences, and comma splices

APPENDIX F

Curriculum Guide

THIRD GRADE MATH

Houghton Mifflin Company

During the year the following main concepts are introduced and developed:

I. Addition and Subtraction:
- A. Add and subtract two numbers with sums to 10.
- B. Add and subtract two numbers with sums to 12.
- C. Add and subtract two numbers with sums to 14.
- D. Add and subtract two numbers with sums to 18.
- E. Add three 1-digit numbers.
- F. Solve word problems using a picture graph.

II. Numbers:
- A. Write standard form for tens and ones.
- B. Recognize value of dimes and pennies.
- C. Compare two numbers less than 100 using symbols $<$ and $>$.
- D. Order numbers to 999.
- E. Write value of dollars, dimes, and pennies.
- F. Compare two numbers less than 1,000.
- G. Write standard form for thousands, hundreds, tens, and ones.
- H. Solve word problems using information from a chart.

III. Addition:
- A. Add two 2-digit numbers with no regrouping.
- B. Add two 2-digit numbers with regrouping.
- C. Add three 2-digit numbers with regrouping.
- D. Add two 3-digit numbers with no regrouping.
- E. Match an addition or subtraction with a rebus story.

IV. Subtraction:
- A. Subtract two 2-digit numbers with no regrouping.
- B. Subtract two 2-digit numbers with regrouping.
- C. Subtract two 3-digit problems with no regrouping.
- D. Use addition or subtraction to solve word problems.

V. Multiplication:
- A. Add the same number repeatedly.
- B. Use repeated addition to develop multiplication facts to 21 in horizontal form.
- C. Multiply 2 1-digit numbers in horizontal form, using facts to 21.
- D. Multiply 2 1-digit numbers in vertical form, using facts to 21.
- E. Multiply to solve word problems.

VI. Division:
- A. Use repeated subtraction to develop division facts to 21.
- B. Use arrays to develop division facts to 21.
- C. Divide numbers to 21 by a 1 digit number using the symbol $\div$.
- D. Use multiplication facts to 21 to develop division facts.
- E. Use 1 digit numbers as factors and divisors, using facts to 21.
- F. Use add, subtract, multiply or divide to solve word problems.

THIRD GRADE MATH CONTINUED

VII. Measurement:
- A. Tell time to nearest minute on regular and digital clock.
- B. Measure length to nearest centimeter.
- C. Determine appropriate metric unit for measuring length, using centimeter, meter, or kilometer.
- D. Determine appropriate metric unit for measuring mass (weight) using gram or kilograms.
- E. Convert half-liters to liters.
- F. Measure length to the nearest inch and determine the U. S. Customary unit for measuring length, using inch, foot, yard or mile.
- G. Determine an appropriate U. S. Customary unit for measuring weight, using ounce or pound.
- H. Make conversions among cups, pints, quarts, and gallons.
- I. Solve problems using metric units.

VIII. Multiplication and Division:
- A. Relate addition, multiplication and division.
- B. Use 2 as a factor and divisor, in horizontal and vertical form.
- C. Use 3 as a factor and divisor, in horizontal and vertical form.
- D. Use 4 as a factor and divisor, in horizontal and vertical form.
- E. Use 5 as a factor and divisor, in horizontal and vertical form.
- F. Multiply and divide to solve word problems.

IX. Multiplication and Divison:
- A. Use 6 as a factor and divisor, in horizontal and vertical form.
- B. Use 7 as a factor and divisor, in horizontal and vertical form.
- C. Use 8 as a factor and divisor, in horizontal and vertical form.
- D. Use 9 as a factor and divisor, in horizontal and vertical form.
- E. Add, subtract, multiply or divide to solve word problems.

X. Addition and Subtraction:
- A. Add two or three 3-digit numbers with no regrouping.
- B. Add two or three 3-digit numbers, regrouping ones and tens.
- C. Add and subtract money less than $10.00.
- D. Subtract two 3-digit numbers, regrouping tens and hundreds.
- E. Add or subtract two 4-digit numbers with regrouping.
- F. Add or subtract to solve word problems using a four-step method.

XI. Multiplication and Division:
- A. Multiply a 2-digit number by a 1-digit number with no regrouping.
- B. Multiply a 2-digit number by a 1-digit number with regrouping.
- C. Multiply a 3-digit number by a 1-digit number with regrouping.
- D. Divide a 2-digit number by a 1-digit number with a remainder.
- E. Solve word problems using a four-step method.

THIRD GRADE MATH CONTINUED

XII. Fractions and Decimals:
- A. Learn to write a fraction for the shaded part of a region.
- B. Compare two fractions with the same denominator.
- C. Learn to write equal fractions.
- D. Learn to write a mixed number for the shaded parts of regions.
- E. Learn to write a fraction for the indicated part of a group of objects.
- F. Find a fractional part of a whole number.
- G. Learn to write tenths as decimals.
- H. Multiply or divide to solve word problems using a four-step method.

XIII. Geometry:
- A. Identify cubes, cylinders, cones, pyramids, circles, triangles and squares.
- B. Find perimeter of a shape.
- C. Find the area of a shape by counting the square units that will cover it.
- D. Find the volume of a shape by counting the cubic units that will fit inside it.
- E. Solve word problems using information from a drawing.

FIFTH GRADE SOCIAL STUDIES

Below is a list of topics covered and pupil performance objectives for Social Studies Five.

I. Ecology and Geography

Students will be able to:

A. Name and identify the hemispheres, poles, equator, continents, and oceans.
B. compare global and flat maps.
C. Describe how the Native Americans respected their environment.
D. Describe the lands and climates of the American colonies.
E. Describe how lands and climates influenced the development of industries.
F. Identify and describe our country's landforms and river systems.
G. Describe the trails to the south and west and their importance.
H. Describe the geography-related reasons for the increase of slavery.
I. Describe the geography of seven regions: New England, Middle Atlantic, South, Central, Rocky Mountain, Pacific Northwest, Southwest, and Hawaii.
J. Name the 50 states, their capitals, abbreviations and locations.

II. History

Students will be able to:

A. Explain the contributions of the Vikings, Columbus, Cortes, DeSoto, Coronado, Cartier, Champlain, LaSalle, Csbot and Hudson.
B. Describe the establishment and growth of the thirteen English colonies.
C. Demonstrate the knowledge of the beginning of the slave system.
D. Describe the colonies' quarrels with England.
E. Describe the Declaration of Independence War for Independence and the British surrender to Washington.
F. Describe and explain how the Louisiana Territory, Florida, Oregon, Texas and the Southwest were gained.
G. Describe the explorations of Lewis and Clark and Pike.
H. Demonstrate knowledge of how the Mormons settled Utah.
I. Explain the North/South quarrels over slavery and the secession of the South leading to the Civil War.
J. Describe Lincoln's election as President and his death.
K. Describe our country's problems after the Civil War.
L. Describe how the seven regions' main industries developed.

III. Citizenship and Government

Students will be able to:

A. Describe the government of the thirteen English colonies.
B. Explain the need for states' rights, a strong central government and a Constitution.
C. Explain the need for a Bill of Rights.
D. Demonstrate knowledge about our first president and our national capital.
E. Explain the concept of democracy.
F. Explain the concept of voting.
G. Demonstate the knowledge about participation in government.
H. Describe the rights of minorities.

FIFTH GRADE SOCIAL STUDIES CONTINUED

IV. Economics

Students will be able to:

A. Describe Europe's trade with the Indies.
B. Explain the economic need for new routes to the Indies.
C. Describe the search for gold, fur trading and fishing in the New World.
D. Describe the economic differences in the colonists' use of environment.
E. Describe the economics of slave labor.
F. Describe the economic reasons for the westward movement.
G. Explain the importance, to pioneers, of the Mississippi River and New Orleans.
H. Describe the economic reasons for the increase of slavery and immigration.
I. Describe the economic importance of cities.
J. Describe the economic importance of a region's industries.

V. Anthropology, Sociology, Psychology

Students will be able to:

A. Describe the contributions of the Native Americans.
B. Explain belief in freedom of worship.
C. Explain the treatment of slaves.
D. Describe the contributions of women, blacks and leaders from Europe.
E. Explain the importance of courage, persistance and working together.
F. Understand the conflicts between the pioneers and Native Americans.
G. Demonstrate the knowledge that cooperation of family members, communities and leaders is needed to achieve goals.
H. Describe the injustices of the slave system.
I. Describe the contributions of women, blacks and immigrants to the Civil War.
J. Understand the concept of accepting responsibilities with rights.

SCIENCE, 8TH GRADE

TEXT: Earth Science, Ramsey, et. al. Holt, Rinehart, Winston, Copyright 1978

Unit I. Develop an understanding of how and why the earth changes.

When students finish this unit, they are expected to be able to:

A. Demonstrate an understanding of the theory of plate tectonics.

1. Describe the earth's interior using the terms core, mantle, and crust.
2. Plot the approximate locations of the crustal plates and show how they are related to locations of volcanoes and earthquake belts.
3. State the theory of plate tectonics.
4. Explain how volcanoes form and name kinds of materials given out by volcanoes.
5. Explain how earthquakes develop and what kinds of waves they produce.

B. Demonstrate an understanding of how constructional forces cause the surface of earth to become irregular.

1. Describe the changes produced by bending due to crustal plate action, leading to the formation of mountain ranges, island arcs and trenches.
2. Use the concept of isostasy to show how strain is produced in parts of the earth's crust.

C. Demonstrate an understanding of how destructional forces tend to level off the surface of the earth.

1. Define weathering and erosion and give examples.
2. Explain how the water cycle operates to change the earth's surface.
3. Describe how a river system develops and erodes the land.
4. Contrast the features of young and old river systems.
5. Describe how glaciers develop and begin movement.
6. Identify features produced by glacial action.
7. Describe two main effects of wind erosion.
8. Identify two main deposits produced by wind.
9. Describe two ways waves erode shorelines.
10. Identify several features produced by wave action.

D. Demonstrate a knowledge of the earth's history.

1. Describe the Principle of Uniform Process.
2. Discuss how fossils are formed and the kinds of information that can be gained from their sudy.
3. Describe how geologists use readioactivity, index fossils, key beds and unconformities to date rock layers.
4. Name the four main parts of the earth's history and describe conditions that existed during each part.

Unit II. Develop an understanding of how and why the earth's atmosphere and oceans change.

When students complete this unit they are expected to be able to:

A. Demonstrate an understanding of the earth's atmosphere.

1. Identify the five main gases that compose the atmosphere.
2. Name and locate major wind belts of the earth.
3. Name and describe kinds of radiant energy that affect the earth.
4. Describe how precipitation is formed.
5. Describe how condensation forms.
6. Identify the four main layers of the atmosphere.
7. Explain how local and regional wind is related to heating and cooling of the earth.
8. Explain the relationship of humidity, relative humidity and dew point.

B. Explain why weather changes.

1. Identify and describe three main types of clouds.
2. Describe the main kinds of air masses and fronts and how they form.
3. Explain how the weather changes are related to the movements of air masses and fronts.
4. Demonstrate and describe the use of weather instruments that measure and/or record the weather factors.
5. Show the relationship of temperature, humidity and wind to the prediction of weather.
6. Identify and define cyclone, anticyclone, hurricane, tornado, and thunderstorm.
7. Describe how meteorologists use observations to develop a weather forecast.
8. Demonstrate ability to read a weather map.

C. Describe and explain the motions of the sea.

1. Describe how the sun produces ocean currents.
2. Name and describe the paths of some of the main ocean currents.
3. Describe ocean waves using scientific terms and name the most common source of ocean waves..
4. Explain how tides form.
5. Describe tide patterns.
6. Demonstrate and describe density currents.

Unit III. Develop an understanding of the earth's relationship to the rest of the universe.

After completing this unit, students can show they are able to:

A. Explain that the motion of the earth produces the apparent movements of the sun and stars and changing seasons.

1. Show how rotation of the earth causes day, night, and movements of the heavenly objects.
2. Show how revolution of the earth and inclination of its axis produce changes in the length of day and night, and therefore the seasons.
3. Demonstrate how phases of the moon are produced as a result of the moon's revolution.
4. Explain what standard time zones are, name the major ones for the U.S. and show the advantages of having standard time zones.

B. Describe the solar system.

1. Describe the structure and composition of the sun.
2. Name the planets in their order of distance from the sun.
3. Compare the characteristics of the planets.

C. Describe the universe.

1. Explain how star maps can be made.
2. Describe a method of finding distance to a star.
3. Describe the life history of a star.
4. Define and use correctly the terms solar system, galaxy, universe.
5. Discuss theories that explain how planets such as earth may originate.

ENGLISH I-LITERATURE

Textbooks: Farrell, Edward James, et.al. Outlooks through Literature, Glenview, Il.: Scott, Foreman and Co., 1976.

I. Students should be able to read a short story and discuss it in relation to the nine elements of a short story.
   A. Concept: The nine elements of a short story are: setting, plot, theme, mood, characterization, climax, denouement, protagonist, and antagonist.
   B. Goal: The students will read several short stories and apply these elements.
   C. Behavioral Objectives:
      a. The students will discuss orally and in writing these elements as they apply to each story.
   D. Learning Activities:
      a. The students will create a mural of these elements and apply them to the stories read.
      b. The students will write their own short stories which will contain these elements clearly labeled.
   E. Evaluation:
      a. The student will be rated on his work on the mural, short story, and an objective exam on the stories covered.
   F. Resources:
      a. Paper
      b. Lettering materials
      c. Magazines for illustrations
      d. Textbook

II. Nonfiction can be classified as informative articles, biographies and autobiographies.
   A. Concept: Essays are either informative articles or the story of someone's life.
   B. Goal: The student will hopefully appreciate the essay form as a type of real life literature.
   C. Behavioral Objectives:
      a. The student will recognize experiences around him as worthy of writing.
      b. The student will appreciate biographies and autobiographies as a form of literature.
   D. Learning Activities:
      a. The student will read different types of nonfiction.
      b. The students will read a chosen biography and autobiography (book) from the library.
      c. The students will each write their own autobiographies and then, in turn, write a biography of a fellow classmate from his autobiography and an interview.
   E. Evaluation:
      a. The student will understand why certain works are labeled nonfiction.
      b. The student will prepare a book report on his chosen biography or autobiography.
      c. The student-prepared autobiographies and biographies will be graded and the best posted.

F. Resources:
   a. Textbook
   b. Library books
   c. Classnotes
   d. Their own personal experiences

III. There are basic fundamentals of poetry.
   A. Concept: The basic fundamentals of poetry are meter, rhyme, and poetic devices.
   B. Goal: The student will be able to analyze a poem in regard to these poetic elements in order to gain appreciation of this literary art.
   C. Behavioral Objectives:
      a. The student will read several poems and label the metrics of each.
      b. Given a simple poem, the student will be able to write a brief analysis, citing such poetic devices as metaphors, similes, etc.
   D. Learning Activities:
      a. A notebook will be kept by each student with personal analysis and class notes for the poetry unit.
      b. A research report will be prepared by each student on a specific poet.
   E. Evaluation:
      a. The notebook and poet report will be graded.
      b. Objective and subjective exams will be given.
   F. Resources:
      a. Notebooks
      b. Library reference materials
      c. Records

IV. Three types of plays will be covered: a simple comedy, a drama, and a Shakespearean work.
   A. Concept: A simple comedy such as <u>The Ugly Duckling</u>, a drama such as <u>The Devil and Daniel Webster</u>, and <u>The Midsummer Night's Dream</u> and <u>Romeo and Juliet</u> by William Shakespeare will be presented in class.
   B. Goal:
      a. The students will become familiar with the structure of a play and acting terminology.
      b. The students will appreciate a play as an art form.
      c. They will experience the act of reading in front of the class.
   C. Behavioral Objectives:
      a. The student will understand different directions given within a play such as downstage, stage right, exeunt, etc.
      b. The students will be able to recognize the structure of a dialogue.
   D. Learning Activities:
      a. The students will read parts of the plays silently in order to grasp the plot and characterization.
      b. The students will then try out for parts in the play, which will be presented in the classroom.
      c. Each student will present a written and an oral criticism of the class presentation of the play.
      d. The records of the sound track of <u>The Midsummer Night's Dream</u> and <u>The Ugly Duckling</u> will be played.
      e. A color film of <u>The Ugly Duckling</u> and <u>Romeo and Juliet</u> will be shown during class periods.

f. Students will see filmstrips on Shakespeare's life and times.
g. Students will do sketches showing period costumes and/or the Globe Theatre.

E. Evaluation:
a. The students will take an objective test over each play.
b. The student posters and/or sketches will be graded.

F. Resources:
a. Play properties
b. Sound effects
c. Sound track for two of the plays
d. Films of two of the plays
e. Poster board and art supplies
f. Library research materials

ENGLISH I - GRAMMAR AND COMPOSITION

Textbook: The Writing Improvement Project. Building English Skills. Evanston, Il.: McDougal, Littel & Co., 1977.

I. There are eight parts of speech in the English language.
   A. Concept: Recognition of the function of each of the eight parts of speech is the first step toward an understanding of the grammatical structure of our language.
   B. Goal: The students will recognize the various parts of speech according to their use in sentences.
   C. Behavioral Objectives:
      a. Given a specific number of sentences the students will label with at least 80% accuracy the various functions of each word.
      b. The students should be able to write sentences in patterns indicated, such as: Determiner, Adj., N. V. Adv.
   D. Learning Activities:
      a. A learning crossword puzzle structured around the eight parts of speech will be used.
      b. Numerous exercises from the textbook will also be used.
   E. Evaluation:
      a. The student will supply examples for each part of speech.
      b. The student will be able to label words in paragraphs according to their usage.
   F. Resources:
      a. Textbook
      b. Supplementary exercises
      c. Crossword puzzle

II. There are five basic sentence patternsn used in English language.
   A. Concept: The five basic sentence patterns are: S-V, S-V-DO, S-V-IO-DO, S-V-PA, S-V-PN.
   B. Goal: The students will be able to write and to recognize sentences according to the specified pattern.
   C. Behavioral Objectives:
      a. The student will label sentences according to their structure.
      b. The student will be able to write sentences in specified patterns with at least a 70% accuracy.
   D. Learning Activities:
      a. Numerous exercises from the textbook will be used.
      b. Students will construct the various sentence patterns from a "Round Robin" listing of words.
      c. Students will use vocabulary words in sentences using the sentence pattern.
   E. Evaluation:
      a. The student will illustrate orally and in writing his mastery of the five types of sentence patterns.
   F. Resources:
      a. Textbook
      b. Current events
      c. Vocabulary lists

ENGLISH I-GRAMMAR AND COMPOSITION (CONTINUED)

III. One of the major faults of student writing is subject-verb disagreement.
- A. Concept: A subject must agree with its verb in number.
- B. Goal: The student will recognize the agreement of the subject and verb in sentences.
- C. Behavioral Objectives:
  - a. The student will write ten sentences prior to the beginning of this unit. Some of these sentences which illustrate subject-verb disagreement will be used in class.
  - b. The students will be able to find subject-verb disagreement errors in given sentences with at least 70% accuracy.
- D. Learning Activities:
  - a. The student will match a group of appropriate subjects to their correct mates.
  - b. Given a series of sentences, the student will choose those which are correct in subject-verb agreement.
  - c. A filmstrip on this idea will also be used.
- E. Evaluation:
  - a. The student will illustrate in a paragraph of 75 to 100 words his mastery of this concept.
- F. Resources:
  - a. Textbook
  - b. Filmstrip
  - c. Student sentences

IV. Capital letters should be used correctly in our writing.
- A. Concept: Capital letters are used to indicate a particular person, place, or thing.
- B. Goal: The student will be able to correctly use capital letters in his writing.
- C. Behavioral Objectives:
  - a. The student will be able to capitalize at 70% accuracy those words in a list that should be capitalized.
- D. Learning Activities:
  - a. The students will list as many items in this school that should be capitalized as he can think of in 60 seconds.
  - b. Textbook exercises will be done orally and in writing.
  - c. Students will be asked to find 100 proper words in a daily newspaper and circle these words.
- E. Evaluation:
  - a. The student will be able to capitalize 70% of the words in a written assignment correctly.
- F. Resources:
  - a. Textbook
  - b. Daily newspaper

V. The following types of punctuation marks will be taught: period, question mark, exclamation mark, comma, semicolon, and colon.
- A. Concept: The use of punctuation marks is determined by the meaning of the sentences.
- B. Goal: The student will be able to correctly use the designated punctuation marks.
- C. Behavioral Objectives:
  - a. The student will illustrate in writing his mastery of the use of these marks.
  - b. The student will with 70% accuracy be able to determine which mark is needed in a written assignment.

D. Learning Activities:
   a. The student will write sentences correctly using each of these marks.
   b. The students will look for errors in each others papers.
   c. The students will fill in needed punctuation in a given paragraph.
   d. The students will do textbook exercises.
E. Evaluation:
   a. The student will explain orally why he chose certain marks for the above mentioned paragraph.
   b. A test will be given over the use of these punctuation marks.
F. Resources:
   a. Textbook
   b. Magazines for paragraphs

VI. Persuasion is a necessary and worthwhile technique needed in our modern society.
A. Concept: Persuasion can be utilized in presenting opinions convincingly.
B. Goal: Students will recognize the worth of their opinions and learn techniques to express these ideas persuasively.
C. Behavioral Objectives:
   a. The student should be able to evaluate a subject and draw an opinion which he can support orally and in writing.
D. Learning Activities:
   a. The students will analyze advertisements in current magazines to evaluate their effectiveness.
   b. Given controversial topics, the students will be divided into three-person panels with opposing philosophies and will formally argue these topics in front of the class.
E. Evaluation:
   a. Each student will write, in class, a detailed, persuasive paragraph of approximately 100 words on an assigned topic.
   b. Each student will evaluate the other class members' panel discussions, orally and in writing.
F. Resources:
   a. Textbook
   b. Newspaper
   c. Magazines

VII. Paragraph writing can serve as a base for all structural writing assignments.
A. Concept: The main point of a paragraph, the topic sentence can easily be developed by the use of details, examples, and facts.
B. Goal: The student should be able to write a topic sentence and support it.
C. Behavioral Objectives:
   a. The student will write at least 2 paragraphs using facts, examples, and details for support.
   b. The student should be able to develop a narrowed topic sentence from a very broad topic.
D. Learning Activities:
   a. The first writing assignment will be a short (75-100 words) paragraph and oral presentation telling how to do something.
   b. A current problem (environmental, social, emotional) will be the core for the second paragraph.

ENGLISH I - GRAMMAR AND COMPOSITION (CONTINUED)

E. Evaluation:
   a. Students will be asked to write an in-class paragraph on an assigned topic.
F. Resources:
   a. Textbook
   b. Individual reference works related to each students' topic.